



FY25 Grant Monitoring
[LEA]
[Preliminary/Final] Report
[Date Issued]

Introduction

As the state education agency (SEA) for the District of Columbia, the Office of the State Superintendent of Education (OSSE) is responsible for the oversight of state-administered federal education funds, including ensuring that grantees are in compliance with federal requirements. To fulfill this responsibility, OSSE conducts annual grants monitoring. This report covers OSSE’s review of the local education agency’s (LEA’s) compliance with federal grant requirements, on grants awarded in fiscal

Monitoring Review Process

All LEAs receive a notification from OSSE by email which states if they have been selected for monitoring, the grants for which they are being monitored and the evidence they must provide. OSSE evaluates all evidence provided by the LEA, which can include documentation and interviews. After evaluating the evidence, OSSE determines the monitoring indicators on which an LEA is compliant or is not compliant. OSSE may also make a recommendation on indicators on which an LEA is found to be compliant. This recommendation is to support the LEA to strengthen a policy, process or practice. For indicators on which an LEA is not compliant, the LEA will need to complete required actions in order to come into compliance.

All determinations, including recommendations and required actions, are documented in a monitoring report that is provided to the LEA. The first report that the LEA receives is the preliminary monitoring report. Following the release of the preliminary report, LEAs will have an opportunity to review the information and share any final pieces of evidence to demonstrate compliance. Within 90 calendar days after the LEA responds to the preliminary monitoring report, OSSE will send the final monitoring report. This report summarizes the final results of the monitoring review.

After the Close of the Monitoring Review

If an LEA demonstrates that they are not compliant with one or more indicators, the final report will detail any required actions that the LEA must take to come into compliance. The required action detailed in the report will include a deadline by which the LEA must complete the actions. For indicators where the LEA demonstrates systemic issues, OSSE may require the LEA to submit a corrective action plan (CAP). A CAP is a plan the LEA creates to address an issue of noncompliance. It should include actions the LEA will take, deadlines by when the actions will be completed, who at the LEA will own the implementation of the action and what evidence the LEA will provide to OSSE to demonstrate the action is completed. If an LEA has been notified that they need to submit a CAP, this will be noted in the final monitoring report. OSSE staff will review the CAP and provide either revisions to or approval of the CAP within 30 days.



General Fiscal Monitoring

OSSE monitoring staff:

Summary

Findings of noncompliance	Recommendations	Met requirements
0	0	0

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
Indicator 1: Financial Management						

- 1.1 The grantee can provide evidence that its financial management system provides for the following:
- 2 CFR 200.302, 2 CFR 200.308
- 1) Identification, in its accounts, of all federal awards received and expended and the federal programs under which they were received;
 - 2) Accurate, current, and complete disclosure of the financial results of each federal award or program;
 - 3) Records that identify adequately the source and application of funds for federally funded activities; and
 - 4) Comparison of expenditures with budget amounts for each federal award.
- Screenshots of financial management system, including screenshots showing the identification of awards within the financial management system.
 - Evidence of reconciliation between the approved OSSE budget and grantee expenditures (e.g., budget reconciliation).
 - Financial management system documentation including the following:
 - a) Sample accounting journal entry from fiscal year 2025 (FY25) that includes transactions using federal grant program funds subject to monitoring;
 - b) General ledger; and
 - c) Chart of accounts.
 - Grantee source documentation to support OSSE's expenditure sample request, such as invoices and receipts of payment.

1.2	<p>The grantee can provide documentation of policies and procedures for the following:</p> <ol style="list-style-type: none"> 1) Accounting practices; 2) Budgeting process (tracking and reporting of expenditures); 3) Written procedures for determining the allowability of costs; 4) Cash management practices; and 5) Procedures for managing information and documentation, including its requirements for protecting personally identifiable information and electronic records. 	<p>2 CFR 200.302(b), 2 CFR 200.303(e)</p>	<p>Grantee source documentation to support OSSE's expenditure sample requests such as:</p> <ul style="list-style-type: none"> • Invoices, receipts of payment and contracts. • Grantee financial policies and procedures related to the following: <ul style="list-style-type: none"> i) Accounting and budgeting practices; ii) Allowability procedures; iii) Cash management procedures; and/or iv) Methods for collection, transmission, and storage of personally identifiable information.
1.3	<p>The grantee can provide evidence of financial operations and procedures which demonstrate evidence of internal controls.</p>	<p>2 CFR 200.302, 2 CFR 200.303</p>	<p>Grantee source documentation to support OSSE's expenditure sample requests such as:</p> <ul style="list-style-type: none"> • Purchase orders, invoices, receipts, and contracts. • Evidence that control activities described in policy and procedures manuals identified in indicator 1.2 are implemented and applied properly. Reviewed policies may include separation of duties; compensation controls; and controls related to restricting access to systems, information, and/or assets.
1.4	<p>The grantee can demonstrate that funds for the current grant period were obligated within the period of availability.</p>	<p>34 CFR 76.707- 76.710, 2 CFR 200.77, 2 CFR 200.309</p>	<p>Grantee source documentation to support OSSE's expenditure sample requests, such as purchase orders, invoices, receipts, and contracts.</p>

1.5	The grantee does not commingle any funding for the programs outlined in Title VIII with non-federal funds.	ESEA 8501(d)(2)(C)	Evidence that the grantee has not used non-federal funds for program purchases for the following grants: Title II-A, Title III-A, or Title IV-A.
			<p>Documentation provided could include:</p> <ol style="list-style-type: none"> 1) Sample accounting journal entry from applicable fiscal year that includes transactions using federal grant program funds subject to monitoring; 2) General ledger; and 3) Chart of accounts.

Indicator 2: Compensation for Personnel Services (Time and Effort)

2.1	<p>The grantee maintains compliant time and effort records that meet the following requirements:</p> <ol style="list-style-type: none"> 1) Are supported by a system of internal controls which provides reasonable assurance that charges are accurate, allowable, and properly allocated; 2) Are incorporated into official records; 3) Reasonably reflect total activity for which employee is compensated by grantee; 4) Encompass both federally assisted and other activities compensated by the non-federal entity on an integrated basis; and 5) Comply with established accounting policies and practices or meet the requirements of a substitute system and if applicable, support the distribution of the employee's salary or wages among specific activities or cost objectives. 	<p>2 CFR 200.430(g)</p>	<ul style="list-style-type: none"> • Time and effort policy. • Time and effort documentation as specified in the LEA's policies (e.g., semiannual certifications signed by employee or immediate supervisor for personnel funded by grants being monitored, Personnel Activity Reports [PARs]/monthly activity). • Two periods of time and effort documentation for personnel funded by grants being monitored. • Position description for personnel funded by grants being monitored. • Payroll reports for personnel funded by grants being monitored. • Corrective journal entries, if applicable.
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2.2	<p>The grantee can provide documentation which demonstrates that internal controls exist for payroll in regard to the following areas:</p> <p>1) Internal controls are in place that forbid and prevent the issuance of payroll checks prior to time and attendance being approved;</p> <p>2) Internal controls are in place and utilized in order to prevent the continual payment to any employee who has been terminated and no longer works for the grantee; and</p> <p>3) Internal controls are in place which demonstrate segregation of duties in regards to payroll. For example, payroll checks are distributed by someone other than persons who prepare payrolls, supervise employees, approve time reports, or sign paychecks.</p>	<p>2 CFR 200.302(b)(4), 200.303, and 200.430(g)</p>	<ul style="list-style-type: none"> • Payroll policy. • Financial policies and procedures. • List of federally funded employees terminated or separated within the last 12 months. • Payroll distribution report based on grantee staff identified in the expenditure sample.
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Indicator 3: Equipment, Technology, and Property Management

3.1	The grantee can provide written property management and control policies that demonstrate how it safeguards all assets, including both equipment and high-value and/or mobile items with a purchase price less than \$10,000, ensures that the assets are used solely for authorized purposes, and has maintenance procedures to keep property in good condition.	2 CFR 200.302(b)(4); 2 CFR 200.313(d)(3); 2 CFR 200.313(d)(4)	Procedures for managing equipment.
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3.2	The grantee maintains the following records for equipment and computing devices purchased with federal funds: 1) Description of the item; 2) Serial number or other identification number; 3) Funding source (including the FAIN); 4) Entity that holds the title; 5) Acquisition date; 6) Cost, including percentage of federal participation in the cost; 7) Location; 8) Use and condition; and 9) Disposition data, including the date of disposal and sales price or the method used to determine current fair market value.	2 CFR 200.313(d)(1); 2 CFR 200.302(b)(4)	Grantee inventory list of equipment purchased with federal funds.
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3.3	The grantee can provide evidence that its equipment policy includes maintenance procedures to keep property in good condition.	2 CFR 200.313(d)(4)	Procedures for managing equipment (same as indicator 3.1).
3.4	<p>The grantee conducts a physical inventory check on computing devices and equipment purchased with federal funds at least every two years that includes the following:</p> <ol style="list-style-type: none"> 1) Confirms the computing devices and equipment were found at the location as identified in the equipment database; 2) Assesses the condition of the computing devices and equipment; 3) Confirms that computing devices and equipment were located in a secure environment (equipment is located in a room, storage cabinet, etc., that can be locked up when not in use); 4) Investigates any lost, damaged, or stolen computing devices and equipment; and 5) Requires the grantee to follow up to determine the cause and to implement corrective action if the results of the physical inventory indicate there is a systemic weakness related to keeping the log or database current, security over equipment and computing devices, or other areas of non-compliance. 	2 CFR 200.302(b)(4); 2 CFR 200.313(d)(2); 2 CFR 200.313(d)(3)	<ul style="list-style-type: none"> • Inventory log. • Policy describing the process of creating inventory log. • Police report(s) for stolen equipment, if applicable.
3.5	The grantee has a process to formally dispose of equipment and pay back proportionate amounts as required (if fair market value exceeds \$10,000 or more). This indicator is applicable to equipment (i.e., value per unit exceeds \$10,000).	2 CFR 200.313(e)	Procedures for managing equipment (same as indicator 3.1).

3.6	The grantee has a process to formally dispose of supplies and pay back proportionate amounts as required (if total aggregate value exceeds \$10,000). This is applicable to supplies where the aggregate value of items exceeds \$10,000.	2 CFR 200.314	Procedures for managing equipment (same as indicator 3.1).
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Indicator 4: Procurement Standards

4.1	The grantee has in effect written purchasing practices and policies.	2 CFR 200.318(a)	Procurement policy.
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4.2	<p>The grantee can provide evidence that its purchasing practices and policies ensure that all procurement transactions are conducted in a manner providing full and open competition and that the appropriate method of procurement is being used: micro-purchases; small purchase procedures; sealed bids; or competitive proposals. Some situations which could restrict competition are:</p> <ol style="list-style-type: none"> 1) Placing unreasonable requirements on firms in order for them to qualify to do business; 2) Requiring unnecessary experience and excessive bonding; 3) Noncompetitive pricing practices between firms or between affiliated companies; 4) Noncompetitive contracts to consultants that are on retainer contracts; 5) Organizational conflicts of interest; 6) Specifying only a brand name product instead of allowing an equal product to be offered and describing the performance or other relevant requirements of the procurement; and 7) Any arbitrary action in the procurement process. 	<p>2 CFR 200.319; 2 CFR 200.320</p>	<ul style="list-style-type: none"> • Procurement policy (same as 4.1). • List of solicitations used to procure goods and services with federal funds.
4.3	<p>The grantee can provide evidence that internal controls are in place to ensure that contract requirements are being fulfilled by vendors consistent with the terms, conditions, and specifications of their contract or purchase orders.</p>	<p>2 CFR 200.318(b)</p>	<ul style="list-style-type: none"> • Procurement policy (same as 4.1). • Fully executed contracts for OSSE-identified procurements and amendments. • Grantee source documentation such as change orders, evaluations, or vendor call logs.

4.4	The grantee can provide evidence that a price or cost analysis has been performed on procurements over the small purchase threshold in compliance with published protocols, which may include making independent estimates before receiving bids or proposals.	2 CFR 200.88; 2 CFR 200.324	Contract cost or price analysis for solicitations identified in OSSE's expenditure sample.
4.5	(Charters only) The grantee can provide evidence that it submitted required documentation to the DC Public Charter School Board (PSCB) relating to contracts exceeding \$25,000.	2 CFR 200.318(a)	<ul style="list-style-type: none"> • Notification to PCSB of contracts ≥ \$25,000. • List of contracts over \$25,000 or totaling \$25,000+ from a single vendor.
4.6	The grantee can provide evidence verifying that maintained procurement documentation is sufficient to detail the history of each transaction, including rationale for the method of procurement, selection of contract type, contractor selection or rejection, and basis for the contract price.	2 CFR 200.318(i)	<ul style="list-style-type: none"> • Procurement policy (same as 4.1). • Requests for proposals. • Bids or quotes. • Price lists. • Statements of work. • Evidence of bid evaluation.
4.7	The grantee can provide evidence of written standards of conduct for employees involved in the award or administration of contracts, including conflicts of interest or accepting gifts, favors, etc.	2 CFR 200.318(c)(1)	Conflict of interest policy.

4.8	(Charters only) If the grantee has a parent organization, the grantee maintains written standards of conduct covering organizational conflicts of interest.	2 CFR 200.318(c)(2)	Conflict of interest policy (same as 4.7).
4.9	The grantee only uses noncompetitive proposals under the following circumstances: 1) The item is available only from a single source; 2) The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation; 3) The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-federal entity; or 4) After solicitation of a number of sources, competition is determined inadequate.	2 CFR 200.320(c)	If the sole-source procurement method was used to purchase goods or services from the OSSE-identified expenditure sample, the subgrantee must submit the following: 1) The rationale for using the non-competitive process; 2) Independent quotes or research; 3) Contract or other agreement detailing the services or goods agreed to be provided by the vendor; and 4) Link to DC Register notification of solicitation.
4.10	The grantee can provide evidence showing contractors are not on the Excluded Party List (EPL) and are in good standing.	2 CFR 200.214; 2 CFR Part 180	Screenshots showing the date the grantee checked SAM.gov for EPL status.
Indicator 5: Audits and Record Retention			
5.1	The grantee can provide a copy of the single audit or annual financial statement audit for the monitoring period being reviewed.	2 CFR 200.501	Evidence that a single or annual audit was completed.

5.2 The grantee ensures that records, including expenditure data, are maintained so documents supporting any transaction can be easily located and maintained for at least five years.

2 CFR 200.302(b)(3); 2 CFR 200.333; 2 CFR 200.335; 34 CFR 76.730

- Record retention policy or documentation showing records are maintained for five years.
- Contracts.
- Invoices.
- Checks.
- E-checks.
- Bank statements demonstrating payment.



Grant Monitoring Summary

Grant Monitored	Type of Monitoring	Findings of Noncompliance	Recommendations	Met Requirements
General Fiscal	Programmatic	0	0	0
Elementary and Secondary Education Act (ESEA) Title I, Part A	Programmatic	0	0	0
ESEA Title II, Part A	Programmatic	0	0	0
ESEA Title III, Part A	Programmatic	0	0	0
ESEA Title IV, Part A	Programmatic	0	0	0
Scholarships for Opportunity and Results (SOAR) Act Formula Consolidated	Programmatic	0	0	0
SOAR Educator Pipeline	Programmatic	0	0	0
SOAR Facilities	Programmatic	0	0	0
McKinney-Vento (MKV) Homeless Assistance Act	Programmatic	0	0	0
21st Century Community Learning Centers (21st CCLC)	Programmatic	0	0	0



ESEA Title I-A - Programmatic

OSSE monitoring staff:

Summary

Findings of noncompliance

0

Recommendations

0

Met requirements

0

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
Indicator 1: Improving the Academic Achievement of the Disadvantaged						
1.1	The grantee ensures it collaborates with the state and local child welfare agency to develop and implement clear written procedures and practices to ensure educational stability for children in foster care. Such collaboration includes: 1) Ensuring that a child enrolls or remains in the child's school of origin, unless it is determined not to be in the child's best interest; 2) If a child does not remain in the school of origin, the child is immediately enrolled in a new school, even if the child is unable to produce required records; 3) The enrolling school shall immediately contact the school last attended to obtain records; and 4) Developing written procedures on how transportation to maintain children in foster care in their school of origin, when in their best interest, will be provided, arranged, and funded for the duration of the time in foster care.	ESEA 1112(c)	Written procedures and practices for ensuring educational stability for children in foster care for the monitored school year. <u>Evidence must include:</u> 1) Documentation of collaboration with the child welfare agency; 2) Documentation of the LEA's foster care point of contact role and responsibilities; and 3) Written procedures on how school transportation for children in foster care is provided, arranged and funded. <u>Evidence may include:</u> • Job description for the person serving as the LEA foster care point of contact; and • Standard operating procedures or job aids for processes related to serving students in foster care.			
1.2	The grantee ensures that all teachers in Title I -A schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.	ESEA 1112(c)	<u>Evidence must include:</u> 1) A statement of the LEA's applicability in the monitored school year. (The indicator applies to any LEA that requires teachers to meet District teaching licensure requirements.) <u>Mandatory for LEAs that require teachers to meet DC licensure requirements:</u> 1) A list of all teachers working in a Title I school and licensure and/or certification status for each listed teacher (on file at OSSE).			
1.3	The grantee notifies parents, at the beginning of the school year, of their right to request annually information regarding the professional qualifications of their child's teacher. Such notification shall include at a minimum: 1) If their child's teacher met state certification and licensure requirements for the grade levels and subject area in which the teacher provides instruction; 2) If their child's teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and 3) If their child's teacher is teaching in the field of discipline of the certification of the teacher.	ESEA 1112(e)	Evidence of the LEA's communication to parents regarding their right to request information about teacher qualifications in the monitored school year. <u>Evidence must include:</u> 1) Beginning of the school year notification to parents of the parents' right to request information about teacher qualifications, including the three minimum requirements. <u>Evidence may include:</u> • A sample parent request and the LEA's response.			

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
1.4	The grantee ensures it has a written process and timeline to provide to each individual parent of a child who is a student in a Title I school timely notice that the student has been assigned or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.	ESEA 1112(e)	<p><u>Evidence must include:</u></p> <p>1) A statement of the LEA’s applicability in the monitored school year. (The indicator applies to any LEA that requires teachers to meet District teaching licensure requirements.)</p> <p><u>Mandatory for LEAs that require teachers to meet DC licensure requirements, evidence must include:</u></p> <p>1) A sample parent notification, sent in the monitored school year; and</p> <p>2) Written process and timeline to provide timely notification to parents, as applicable, for teacher assignments and required licensure.</p>			
1.5	<p>The grantee ensures that no later than 30 calendar days of the start of the school year OR within two weeks of a placement for students who enroll after the start of the school year, parents are notified of an English learner (EL) identified for participation or participating in a language instruction educational program (LIEP). The parent notification must include:</p> <p>1) The reasons for the identification of a child as an EL and in need of placement in a LIEP;</p> <p>2) The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;</p> <p>3) The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;</p> <p>4) How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;</p> <p>5) How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;</p> <p>6) The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELs, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such programs) if funds under this part are used for children in high school;</p> <p>7) In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of IDEA; and</p> <p>8) Information pertaining to parental rights that includes written guidance --</p> <p>i) Detailing the right that parents have to have their child immediately removed from such program upon their request;</p> <p>ii) Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and,</p> <p>iii) Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.</p>	ESEA 1112(e)	<p>Documentation that shows how parents are notified that their student will receive EL services in the monitored school year.</p> <p><u>Evidence must include:</u></p> <p>1) At least two samples of notifications sent to parents, including all eight statutory requirements (one English and one translated version); and</p> <p>2) EL student enrollment and identification dates (on file at OSSE).</p>			

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
1.6	The grantee implements an effective means of outreach to parents of ELs on how they can be involved in the education of and be active participants in assisting their children attain English proficiency, achieve at high levels, and meet the challenging State academic standards. Such outreach to parents must be in an understandable and uniform format and provided in a language that the parent can understand.	ESEA 1112(e)	<p>Documentation of EL parent outreach activities in the monitored school year.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1) EL student enrollment and identification dates (on file at OSSE); 2) Translated documents or flyers to announce parent engagement events (English and translated versions); and 3) Presentation materials from meetings related to EL programming and parents' rights (e.g., discussion or talking points, template or conversation guide, list of questions, meeting presentations). <p>Evidence may also include:</p> <ul style="list-style-type: none"> • Documentation of interpretation and translation services used to communicate with families of ELs. • A log of communications, meetings, and outreach with parents of ELs. 			
1.7	The grantee holds regular meetings and sends parents of ELs notices of such meetings for the purpose of: <ol style="list-style-type: none"> 1) Formulating and responding to recommendations from parents; 2) Informing parents how to actively participate in the education of their child; and 3) Informing parents how to be informed of decisions related to services provided to ELs. 	ESEA 1112(e)	<p>Documentation of EL parent events related to the required engagement in the monitored school year.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1) Agendas, attendance records, and/or materials shared in engagement events; 2) Communication related to opportunities for the parents and families of ELs to participate; and 3) Presentation materials from parent engagement events related to supporting ELs with language attainment and academic needs (e.g., discussion or talking points, list of questions, resources provided). 			

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
1.8	<p>The grantee ensures that schools develop and implement a schoolwide plan that meets all requirements in understandable and uniform format and, to the extent practicable, provided in a language that that the parents can understand that is:</p> <ol style="list-style-type: none"> 1. Developed based on a comprehensive needs assessment that particularly considers the needs of children who are failing or at-risk of failing to meet challenging State academic standards; 2. Developed with the involvement of parents, individuals who will carry out such a plan, including teachers, principals, other school leaders, paraprofessionals, administrators, and if appropriate specialized instructional support personnel, technical assistance providers, school staff, students, and other stakeholders determined by the school; and 3. Includes a description of the strategies the school will implement to address school needs as outlined in ESEA section 1114(b)(7)(A). 	<p>ESEA 1114(b); 34 CFR 200.26</p>	<p>Documentation that the LEA ensures that schools develop and implement compliant schoolwide program plans in the monitored school year.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1) Sample schoolwide program plans (on file at OSSE); 2) Documentation that demonstrates how the LEA guides and assists schools to develop and implement compliant schoolwide program plans; and 3) Documentation that demonstrates parent and stakeholder involvement, including, but not limited to: <ol style="list-style-type: none"> i) Agendas, attendance records, and meeting minutes; ii) Records of parent and other required stakeholder comments or input; and/or iii) Evidence of updates to the schoolwide plan as the needs of parents and the school changed. <p>Evidence may also include:</p> <ul style="list-style-type: none"> • Meeting agendas, presentation materials, notes, or planning documents. • Guidance documents or presentations given to school leaders and community members related to schoolwide program planning and implementation. • Presentation materials (e.g., handouts, discussion or talking points, lists of questions, resources provided) to understand schoolwide plan compliance components. • Schoolwide program plan templates or guidance documents used by schools to develop their plans. • Written communication, including email, letters, newsletters, memos, or webpages, to explain schoolwide program plan components. 			

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
1.9	The schoolwide program plans are developed with the involvement of the involvement of parents and other members of the community to be served and individuals who will carry out such plans, including teachers; principals; other school leaders; paraprofessionals; administrators; the LEA; to the extent feasible, tribes and tribal organizations present in the community; and, if appropriate, specialized instructional support personnel; technical assistance providers; school staff; if the plan relates to a secondary school, students; and other individuals determined by the school.	ESEA 1114(b)	<p>Documentation that demonstrates the school(s) developed schoolwide program plans with the involvement of the required stakeholders in the monitored school year.</p> <p>Evidence must include: 1) Documentation that demonstrates the plan was developed with the involvement of people who fulfill the roles listed in the indicator, as appropriate to the school; and 2) Documentation that the plan is available to parents and the public and provided to parents in a language they can understand.</p> <p>Evidence may also include:</p> <ul style="list-style-type: none"> • Meeting agendas, attendance records, notes, or planning documents. • Schoolwide plan revisions (e.g., adjustments that were made, the plan to address students not making progress). • Student data analysis presented to parents and stakeholders to inform their involvement in the planning process. • Evidence of interviews, focus groups, or surveys to gather input and feedback. • Meeting or event presentation materials (e.g., handouts, discussion or talking points, list of questions, resources provided) to gather input and feedback. • Written communication to parents and stakeholders regarding opportunities to be involved in the schoolwide program, including email, letters, newsletters, and website postings. 			
1.10	The grantee ensures all schoolwide plans and their implementation are regularly monitored and revised as necessary based on student needs.	ESEA 1114(b)	<p>Documentation that the LEA ensures that schools regularly monitor and revise the schoolwide program plans in the monitored school year.</p> <p>Evidence must include: 1) Documentation that demonstrates schoolwide program plan monitoring; and 2) Documentation that explains any revisions made to the schoolwide program plan in response to student needs.</p> <p>Evidence may also include:</p> <ul style="list-style-type: none"> • Student data analysis (e.g., tools or processes to determine the effectiveness of the schoolwide program plan). • Meeting agendas, notes, presentation materials, etc. used to analyze or track student progress. • Schoolwide plan revisions (e.g., adjustments that were made, the plan to address students not making progress). • Written communication, including email, letters, newsletters, webpages related to the progress toward schoolwide program plan goals and outcomes. 			

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
1.11	The grantee ensures it has a process for making the schoolwide plan available to the LEA, parents, and the public; the information is in a understandable and uniform format; and, to the extent practicable, it is provided in a language that parents can understand.	ESEA 1114(b)	Documentation that the LEA ensures schools made the schoolwide program plan publicly available in the monitored school year. Evidence must include: 1) Documentation that the plan is available to the LEA, parents, and the public and provided to parents in a language they can understand and is translated for stakeholders, as needed.			
1.12	The grantee ensures it has a process to develop jointly with, agree on with, and distribute to parents and family members of participating children, a written LEA and school parent and family engagement policy that meet statutory requirements, to include: 1) LEA Title I Parent and Family Engagement Policy; and 2) School-Level Title I Parent and Family Engagement policy.	ESEA 1116(a); 1116(b) and (c)	Documentation that the LEA has a process to develop jointly with, agree on with, and distribute to parent and family members of participating children a written LEA and school parent and family engagement policy that meets statutory requirements in the monitored school year. Evidence must include: 1) LEA and school, or combined, parent and family engagement policies in effect in the monitored school year; 2) District or school websites, handbooks, or newsletters that publicly show compliant parent and family engagement policies; 3) Announcements or notifications of parent meetings and events related to engagement policies; and 4) Attendance records for parent meetings. Note that the parent and family engagement policy for a single-site LEA may include a combined policy; however, the policy must meet the statutory requirements for both the LEA and school parent and family engagement policies under ESEA sections 1116(a), 1116(b), and 1116(c).			
1.13	The grantee's parent and family engagement policy is developed with meaningful consultation with parents and the policy is distributed in a uniform manner in languages understandable to the parents. The policy is updated periodically to meet the changing needs of parents and the school.	ESEA 1116(a) and 1116(b)	Documentation the LEA and school's parent and family engagement policies are developed with meaningful consultation with parents. Evidence must include: 1) LEA and school, or combined, parent and family engagement policies in effect in the monitored school year; 2) Agendas, attendance records, and meeting minutes documenting parents' involvement in the development of the policy; 3) Evidence that the subgrantee distributed parental and family engagement policy information to parents; 4) Record of parent comments or input about the use of funds for parental involvement; 5) Evidence of updates to the policy as the needs of parents and the school changed; and 6) Translated documents, announcements, and flyers, if applicable. Note that the parent and family engagement policy for a single-site LEA may include a combined policy, however, the policy must meet the statutory requirements for both the LEA and school parent and family engagement policies under ESEA sections 1116(a), 1116(b), and 1116(c).			

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
1.14	The grantee ensures the LEA parent and family engagement policy describes how the LEA will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.	ESEA 1116(a)(B)	Documentation that the LEA-level parent and family engagement policy describes the supports the LEA provides to schools to plan and implement parent and family engagement activities that effectively improve student academic achievement and school performance. Evidence must include: 1) LEA-level parent and family engagement policy in effect in the monitored school year that includes a description of how the LEA assists school(s) in planning and implementing effective parent and family engagement practices.			
1.15	The grantee ensures that it conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the LEA's parent and family engagement policy and uses evaluation findings to design evidence-based strategies for more effective parental involvement and plan revisions.	ESEA 1116(a)(D)	Documentation that demonstrates the LEA conducted meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in the monitored school year. Evidence must include: 1) Meeting agendas, presentations, data analysis, or communications regarding parent and family engagement policy evaluation; 2) Revised policies indicating changes as a result of studying effectiveness; and 3) Summary of evaluation results.			
1.16	The grantee ensures that each school in the LEA or a school convenes an annual meeting, at a time convenient for parents to inform them of their: 1) School's requirements and participation in the Title I, Part A programs; and 2) Rights to be involved in those programs.	ESEA 1116(c)	Evidence that the LEA or school(s) convened an annual meeting in the monitored school year at a time convenient for parents to inform them of the school's requirements, participation in the Title I-A programs, and their right to be involved in those programs. Evidence may include: • Communication sent to parents and families before the annual meeting with options for different meeting times. • Meeting agendas, attendance records, and minutes for involvement of parents in meetings regarding of planning, evaluating, or improving the school's Title I-A programs. • Meeting or event presentation materials shared when engaging parents and the community (e.g., PowerPoint, handouts, discussion or talking points, list of questions, PowerPoint, resources provided). • Agendas, meeting minutes, attendance records, exit tickets, or record of parent attendance and feedback for sampled school's annual Title I -A meeting. • Presentation materials that indicate parents were informed of their rights, asked for feedback on the Title I -A program, and told how to offer feedback and file complaints. • Meeting notices in multiple modes or languages, as applicable. • Documentation related to any funds used for parental involvement (transportation, childcare, etc.).			

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
1.17	<p>(Applicable only to grantees with Title I-A allocations of \$500,000 or more)</p> <p>The grantee ensures that parents and family members of children participating in Title I-A services are involved in the decisions regarding how funds reserved are allotted for parent and family engagement activities.</p>	ESEA 1116(a)	<p>Documentation that demonstrates parent and family input in the decisions regarding the parent and family engagement reservation funds in the monitored school year.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • Announcements or flyers. • Parent feedback (e.g., focus group or meeting notes, survey collection data). • Translated documents. • Receipts for accommodations or an interpreter, as applicable • Presentation materials that indicate parents were informed of their rights, asked for feedback on the Title I-A program, and told how to offer feedback and file complaints. • Meeting notices in multiple modes or languages, as applicable. • Documentation related to any funds used for parental involvement (transportation, childcare, etc.). 			
1.18	The grantee ensures that all Title I schools, to the extent practicable, provide full opportunities for the informed participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent, practicable, in a language such parents understand.	ESEA 1116(f)	<p>Documentation that the LEA ensures all Title I-A schools provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • Translated documents, announcements, or flyers. • Receipts for accommodations or interpreters. 			
Indicator 2: Early Childhood Engagement (Applicable to LEAs serving Early Childhood Students Only)						
2.1	The grantee must have a systematic procedure for receiving records for enrolling in early childhood grades, transferred with parental consent from a Head Start program, or where applicable, another early childhood education program.	ESEA 1119(b)	<p>LEAs must have a procedure for receiving student records from Head Start agencies (HSAs).</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • Documentation of the process to collect and examine enrollment information of incoming students in early childhood grades. • Documentation of the process agreed upon with HSAs for receiving student records. • Examples of receiving student records from HSAs and sharing them with the student's teachers in the monitored school year. 			
2.2	The grantee must have established channels of communications between school staff and their HSA counterparts (including teachers, social workers, and health staff), or other entities carrying out early childhood education programs, to facilitate coordination of programs.	ESEA 1119(b)	<p>LEAs must provide documentation of communication with HSAs and other early childhood development programs for coordination.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • Documentation of sharing the LEA point of contact (POC) for early childhood coordination with HSAs. • Communication records. • Meeting records. • List of POCs at HSAs. 			

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
2.3	The grantee conducts meetings with parents, kindergarten or elementary school teachers, and HSA teachers, or if appropriate, teachers from other early childhood programs, to discuss the developmental and other needs of individual children.	ESEA 1119(b)	<p>Evidence of meetings involving parents, early childhood grade teachers, Head Start teachers, and/or teachers from other early childhood education programs, to discuss the developmental and other needs of individual children.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • Documentation of public posting of events for new and prospective students in early childhood grades, such as open houses, parent meetings, and orientation sessions. • Emails to families of enrolled students transitioning from Head Start or other early childhood programs inviting them to meetings regarding their children. • Documentation of LEA staff review with HSA staff of incoming early childhood students' transition packets or other data. • Communication records with parents, HSAs, and/or other early childhood programs regarding transition support for individual students. • Invitations to HSA staff to participate in development or review of a child's individualized education program (IEP). 			
2.4	The grantee organizes and participates in joint transition-related training of school staff, HSA program staff, and, where appropriate, other early childhood program staff.	ESEA 1119(b)	<p>Documentation of participation in transition-related professional development activities with Head Start or other early learning program staff.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • Documentation of LEA or school staff participation in at least two professional development events related to early childhood development and coordination and transition. • Records of planning meetings or coordination efforts for joint professional development. • Records of staff participation in OSSE's Learning Management System (LMS) early childhood trainings. 			
2.5	The grantee shares the educational services provided by the LEA with Head Start agencies.	ESEA 1119(b)	<p>Evidence that the LEA shares resources and strategies with HSAs, and (if possible) with other early childhood programs on standards, curriculum and instruction.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • Attendance records, meeting notes, and materials demonstrating LEA participation in meetings with Head Start to align lessons or activities that meet aligned standards. • Documentation of organizing or participating in joint professional development on applicable DC education standards, curriculum, or instructional strategies. • Documentation of encouraging pre-k and kindergarten teachers to complete specified coursework offered in OSSE's LMS. • Public posting of LEA's transition policy and/or requirements for new pre-k and kindergarten students, including the url with publicly available links to the LEA's transition policy and/or requirements. 			

Indicator 3: General Grants Management

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
3.1	The grantee disseminates, free of charge, adequate information about OSSE's Complaint Policy to parents of students and appropriate private school officials or representatives.	34 CFR 299.14(d)	Evidence of dissemination of OSSE's complaint policy to parents of students, and appropriate private school officials or representatives. Evidence must include at least one of the following: 1) Website posting; 2) Notice in the student or parent handbook; and/or 3) Evidence of the distribution of the policy at a school meeting.			
Indicator 4: Improving the Academic Achievement of the Disadvantaged (DCPS-Specific)						
4.1	Within-grantee allocation procedures: The grantee complies with requirements with regard to allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible attendance area.	ESEA 1113(a)	The "rank and serve" list of school's receiving Title I-A funds that demonstrates how they were ranked by poverty rate and selected for funding (on file with OSSE.)			
4.2	The grantee reserves a portion of Title I-A funds as are necessary to provide services comparable to those provided to children in Title I schools to serve students experiencing homelessness, including providing educationally related support services to children in shelters and other locations where children may live.	ESEA 1113(c)	Evidence of a reservation of funds set aside to support students experiencing homelessness. Evidence must include: 1) A set-aside reservation in the ESEA Consolidated Application for funding in the monitored school year (on file at OSSE.)			
4.3	The grantee ensures that it uses a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data) to determine the amount of the homeless student set-aside.	ESEA 1113(c)	Documentation that demonstrates the LEA uses a specific method for calculating the homeless reservation set-aside and consults with the appropriate staff to determine the amount of the reservation. Evidence must include: 1) Workbook or schedule showing the calculation method of the homeless student set-aside amount and any explanation on how the calculation is conducted; and 2) Meeting or communication documentation that demonstrates coordination with the staff responsible for meeting the needs of students experiencing homelessness (e.g., the homeless education liaison office.)			

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
4.4	<p>The grantee and schools ensures effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement by:</p> <ol style="list-style-type: none"> 1) Providing assistance to parents of children in understanding such topics as the challenging state academic standards, state and local academic assessments, and how to monitor a child’s progress and work with educators to improve the achievement of their children; 2) Providing materials and training to help parents work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; 3) Educating teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; 4) Coordinating and integrating parent involvement programs and activities with federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, to the extent feasible and possible; 5) Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and 6) Providing such other reasonable support for parental involvement activities under this section as parents may request. 	ESEA 1116(e)	<p>Evidence demonstrating the LEA performed the required actions to build parents’ capacity to be involved in school from a sample of schools.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1) Documentation of family engagement activities conducted to build parents’ capacity to be involved in their children’s schools; 2) Documentation of providing educator training to help teachers increase parents’ capacity to be involved in their children’s educations; and 3) Documentation that notices, announcements, and engagement activity materials are given to parents in an understandable and uniform format. <p>Evidence may include:</p> <ul style="list-style-type: none"> • Classroom teacher notices or invitations sent home to parents and families with strategies to be involved. • Training schedules, agendas, and materials used in development of educators in effective parent engagement strategies. • Webpages, social media postings, and public notices or announcements. • Evidence of parent workshops provided by schools for parents focused on literacy, math, reading, homework help, and study skills. • Translated social media postings or documents. 			

Indicator 5: Equitable Services (DCPS-Specific)

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
5.1	<p>The grantee has conducted timely and meaningful consultation with appropriate private school officials during the design and development of the program to deliver equitable services on topics including:</p> <ol style="list-style-type: none"> 1) How the children's needs will be identified; 2) What services will be offered; 3) How, where, and by whom the services will be provided; 4) How the services will be academically assessed and how the results of that assessment will be used to improve those services; 5) The size and scope of the equitable services to be provided to the eligible private school children and the proportion of funds that is allocated under subsection (a)(4) for such services; 6) The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools; 7) How and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; 8) How, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor; 9) Whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor; 10) Whether private equitable services are provided to eligible private school children — <ol style="list-style-type: none"> i) By creating a pool or pools or funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or ii) In the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools; 11) When, including the approximate time of day, services will be provided; and 12) Whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs. 	ESEA 1117(b)	<p>Evidence that the grantee has consulted with appropriate private school officials during the design and development of the program to deliver equitable services.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1) Letters of intent to participate; 2) Individual consultation meeting documentation, which may include multiple program review dates; and 3) Detailed services delivery plan. 			
5.2	<p>The grantee conducted timely and meaningful consultation prior to making any decisions regarding the plan, design, and implementation of services to eligible private school children, their teachers, and their families.</p>	ESEA 1117(b)	<p>Evidence that the grantee has conducted timely and meaningful consultation prior to making any decisions regarding the plan, design and implementation of services.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1) Letters of intent to participate; 2) Individual consultation meeting documentation, which may include multiple program review dates; and 3) Detailed services delivery plan. 			
5.3	<p>The grantee continues to consult with appropriate private school officials throughout the implementation and assessment of the equitable services programming.</p>	ESEA 1117(b)	<p>Evidence that the grantee continued to consult with appropriate private school officials throughout the implementation and assessment of equitable services programming.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1) Individual consultation meeting documentation, which may include multiple program review dates; and 2) Detailed services delivery plan. 			

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
5.4	The grantee maintains a written affirmation signed by officials of each participating school that the meaningful consultation required by ESEA 1117(b) has occurred. If private school officials do not provide such affirmation to the grantee, the grantee has sent documentation of its consultation efforts to the SEA.	ESEA 1117(b)	Evidence that the grantee has a record of a written affirmation signed by officials of each participating school that the meaningful consultation required has occurred. Evidence must include: 1) Individual consultation meeting documentation; and 2) Written documentation that the schools were informed of the opportunity to participate and declined, for schools that choose not to participate.			
5.5	The grantee maintains documentation of academic assessments for all services to private school students and modifies services, as necessary, as a result of the assessment.	ESEA 1117(b)	Evidence that the services have been academically assessed and modified as necessary as a result of the assessment. Evidence must include: 1) Summary of evaluation results; and 2) Documentation of meetings with appropriate private school officials that show the evaluation results were discussed and used to make changes to service delivery as needed.			
5.6	The grantee provides services in a timely manner that is equitable to the time at which services begin for public school students.	ESEA 1117(a)	Evidence that the grantee provides services in a timely manner that is equitable to the time at which services begin for public school students. Evidence must include: 1) Detailed services delivery plan.			
5.7	The grantee provides services and other benefits in a manner that is equitable in comparison to services and benefits for public school children.	ESEA 1117(a)	Evidence that the grantee provides services and other benefits in a manner that is equitable in comparison to services and other benefits provide to public school children. Evidence must include: 1) Detailed services delivery plan.			
5.8	The grantee has informed participating private schools of their right to file a complaint with the SEA's Equitable Services Ombudsman, in accordance with the SEA's Complaints Policy.	ESEA 1117(b) and 34 CFR 299.12	Evidence that the grantee has informed participating private schools of their right to file a complaint with the SEA's Equitable Services Ombudsman. Evidence must include: 1) A copy of the equitable services handbook that includes this policy; and 2) Meeting agendas or notes that show this handbook was distributed and discussed.			
5.9	If the grantee disagrees with the views of private school officials with respect to an issue described in ESEA 1117(b)(1), the grantee shall provide in writing to such private school officials the reasons why the LEA disagrees.	ESEA 1117(b)	If applicable, evidence that the grantee provided private school officials with reasons why LEA disagrees with respect to an issue described in ESEA 1117(b)(1). Evidence must include: 1) Emails or other communications from private schools communicating a disagreement; and 2) LEA response to the private school communication.			

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
5.10	The grantee ensures that teachers and families participate, on an equitable basis, in the services and activities developed, pursuant to the requirements for parent and family engagement under ESEA 1116.	ESEA 1117(a)	Evidence that teachers and families participate in the services and activities developed. Evidence must include: 1) Meeting agendas with matching attendance records; 2) Communications advertising events and activities; and 3) Communications between the school and the parents/guardians of participating students.			
5.11	The grantee implements a monitoring process that ensures the program is in compliance with applicable federal requirements and performance expectations are being achieved.	2 CFR 200.329(a)	Evidence that the grantee implements a monitoring process that ensures the program is in compliance with applicable federal requirements and performance expectations are being achieved. Evidence must include: 1) Copy of the monitoring schedule; 2) Copy of the blank monitoring form; 3) Samples of completed monitoring forms; and 4) Correspondence or meeting notes that show that corrections to the program were made, as needed, as a result of the monitoring process.			
5.12	The grantee ensures that services or other benefits, including materials and equipment, are secular, neutral, and non-ideological.	ESEA 1117(a)	Evidence that services, materials, and equipment are used for secular, neutral and non-ideological instruction. Evidence must include: 1) Samples of curriculum; 2) Samples of academic exercises or activities; 3) Lesson plans; and 4) Completed monitoring forms.			
5.13	The grantee ensures that service providers (employees of the LEA or employees of a third-party contractor) provide the services that the grantee agreed to provide through consultation with appropriate private school officials.	ESEA 1117(b)	Contracts for each service provider and employment agreements for equitable services, as appropriate, that outlines services that will be provided.			
5.14	The grantee ensures that service providers (employees of the LEA or employees of a third-party contractor) are independent of private schools and religious organizations.	ESEA 1117(d)	Contracts for each service provider and employment agreements for equitable services, as appropriate, that show the employees are independent of private schools and religious organizations.			
5.15	The grantee complies with requirements for the calculation of poverty data, including proof that this calculation is completed at least every two years.	ESEA 1117(a)	Description of the methodology used to calculate poverty data.			
5.16	The grantee complies with requirements for ensuring that the funding allocated for equitable services is equal in proportion to the funds allocated to public schools.	ESEA 1117(a)	Evidence already on file at OSSE; no further action required from grantee.			
5.17	The grantee complies with requirements for ensuring that calculation of the equitable services budget is made prior to any allowable expenditures or transferring any funds.	ESEA 1117(a)	Evidence already on file at OSSE; no further action required from grantee.			
5.18	The grantee ensures that the funds allocated to private schools are obligated in the fiscal year for which the funds are received by the agency.	ESEA 1117(a)	Evidence that shows the funds allocated to private schools are obligated in the fiscal year for which the agency receives the funds.			
5.19	The grantee complies with requirements for selecting children to receive equitable services that align with ESEA 1115(c), including those students who are most academically at risk, children with disabilities, migrant children, ELs, neglected or delinquent, or experiencing homelessness.	ESEA 1117(a)	Documentation of the method used to select children to receive equitable services from within the pool of residentially eligible students.			

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
5.20	The grantee ensures that service providers for equitable services are under the control and supervision of the grantee.	ESEA 1117(d)	Documentation that all service providers are under the control and supervision of the grantee. Evidence must include: 1) A description of the process used to supervise service providers that includes how often monitoring occurs, and who participates; 2) Monitoring schedule; 3) Samples of completed monitoring forms that indicate the performance service provider's performance quality; and 4) Minutes from meetings with private school officials and service providers that indicate discussion of service provider performance and corrections to performance as necessary.			
5.21	If the grantee uses employees of the LEA to provide services to private school students, the grantee ensures that they meet state standards.	ESEA 1112(c)	Documentation that all service providers directly employed by the LEA meet state standards. Evidence must include: 1) Teaching certificates.			
5.22	The grantee maintains control of the Title I-A funds and maintains control of title to the materials, equipment and property purchased with such funds that support services to private school children.	ESEA 1117(d)	Documentation that the grantee maintains control of the Title I-A funds, materials, equipment, and property that support services to private school children. Evidence must include: 1) Inventory check list; 2) Title program equipment assessment form; 3) Description of the oversight process; 4) Record for tracking expenditures through the reimbursement process (e.g., workbook submissions); 5) Sample letters, invoices, and individual tracking; and 6) If applicable, allocations documentation.			
5.23	The grantee has policies and procedures to ensure Title I-A funded materials and equipment located at the private school: 1) Are used only for the purposes of the project; and 2) Can be removed from the private school without remodeling the private school facility.	34 CFR 76.661(c); 34 CFR 299.10	Evidence must include: 1) Description of policy for tagging or labeling, inventorying, and locating equipment purchased with grant funds; and 2) Samples of completed monitoring forms that indicate an assessment of the private school's compliance with the equipment policy.			



ESEA Title II-A - Programmatic

OSSE monitoring staff:

Summary

Findings of noncompliance	Recommendations	Met requirements
0	0	0

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
1.1	The grantee has a current approved LEA Plan with all statutorily required components.	ESEA 2102(b)	Evidence already on file at OSSE; no further action required from grantee.			
1.2	The grantee develops systems of professional growth and improvement, such as instruction for teachers, principals, or other school leaders; opportunities for building capacity of teachers; and opportunities to develop meaningful teacher leadership.	ESEA 2102(b)(2)(B)	<p>Evidence of the development of systems of professional growth and improvement for school staff referenced in the indicator.</p> <ul style="list-style-type: none"> • Attendance records and agendas from stakeholder meetings. • Meeting presentation materials (PowerPoints, handouts, etc.). • Training materials or handouts given to staff. • Calendar of professional development activities. • List of solicitations used to procure goods and services with federal funds. 			

1.3	The grantee meaningfully consults with teachers, principals and other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations with relevant and demonstrated expertise in programs and activities designed to meet the statutory purpose of Title II, Part A.	ESEA 2102(b)(3)(A))	Evidence of the methods of engaging stakeholders throughout the process. <ul style="list-style-type: none"> • Attendance records and agendas from stakeholder meetings. • Meeting presentation materials (PowerPoints, handouts, etc.). • Samples of documents examined during stakeholder engagement activities. • Schedule of stakeholder engagement activities.
1.4	The grantee uses data and ongoing consultation to continually update and improve activities supported under this part.	ESEA 2102(b)(2)(D))	Evidence of review of updated student data during the school year to update and improve the professional development plan for school staff. <ul style="list-style-type: none"> • Data analysis, evaluation results, and presentation materials. • Collection of feedback on ways to update and improve activities. • Records of consultation meetings. • Decision memos and/or revised professional development plans that demonstrate changes made as a result of reviewing data.

1.5	Title II, Part A activities address the learning needs of all students, including children with disabilities, ELs, and gifted and talented students.	ESEA 2103(b)(2)	<p>Evidence of inclusion of all learners in the professional development plan for school staff.</p> <ul style="list-style-type: none"> • Training materials or schedule. • Professional development calendar with items for types of students. • Presentation materials regarding reaching all learners, subject or grade level agendas with items indicating differentiation for high- and low-performing students.
1.6	The grantee's application prioritizes funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities.	ESEA 2102(b)(2)(c)	<p>Documentation of prioritization of funds to schools designated for comprehensive and targeted support and improvement.</p> <ul style="list-style-type: none"> • Budget records. • Decision memos. • Meeting notes or presentations with school leaders regarding budgets.



ESEA Title III-A - Programmatic

OSSE monitoring staff:

Summary

Findings of noncompliance	Recommendations	Met requirements
0	0	0

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
Indicator 1: Language Instruction for English Learners and Immigrant Students: Standards, Assessment, and Accountability						
1.1	The grantee ensures that all ELs are annually assessed to determine English language proficiency and aligned assessments.	ESEA 1111(b)	On file with OSSE in assessment data.			
1.2	The grantee complies with Home Language Survey (HLS) requirements.	ESEA 1111(b)(2)(B)(vii)(III)	Two copies of the HLS (English & translated) for newly enrolled students.			
1.3	The grantee has a written process for sharing EL proficiency outcomes.	ESSA 3121(a)(2), (a)(5)	Staff protocol or SOP for EL data managers.			
1.4	The grantee assists ELs in meeting WIDA English Language Proficiency Standards.	ESEA 3116(b)	<ul style="list-style-type: none"> Evidence of LIEP & professional learning program. Documents showing implementation. Training materials 			
Indicator 2: Language Instruction for English Learners and Immigrant Students						
2.1	The grantee ensures timely parent notification including seven statutory elements.	ESEA 1112(e)(3)(A)(i-vii), 1112(e)(3)(B)	Two copies of compliant parent notifications (English & translated).			

2.2	The grantee conducts effective outreach to EL parents.	ESEA 1112(e)(3) (C)(i)	<ul style="list-style-type: none"> • Outreach documentation. • Communication logs. • Translated notices. • Calendar of EL events.
2.3	The grantee holds regular EL parent meetings.	ESEA 1112(e)(3) (C)(ii)	Parent meeting agendas, minutes, and materials (English & translated).
2.4	Effective professional development offered to teachers and leaders.	ESEA 3115(c)(2)	<ul style="list-style-type: none"> • PD plan. • PD materials. • PD calendar. • PD approval process.
2.5	The grantee implements additional effective EL instructional activities.		<ul style="list-style-type: none"> • Agendas. • Materials for EL family engagement. • Presentation materials.
2.6	The grantee has a current approved LEA Plan.	ESEA 3116(a)- (b)	<ul style="list-style-type: none"> • LEA Plan. • Evidence of implementation. • Program documentation. • Stakeholder engagement evidence.
2.7	Teachers in EL programs are fluent in English and languages used for instruction.	ESEA 3116(c)	Evidence of teacher fluency (e.g., job postings, hiring criteria, degrees).
2.8	Programs and activities evaluated biennially for required components.	ESEA 3121(a)(1- 7)	<ul style="list-style-type: none"> • Written LIEP evaluation. • Adjustments. • Meeting minutes. • Revised policies. • Evaluation summary.

Indicator 3: Immigrant Children and Youth (ICY grantees only)

3.1	The grantee has implemented specific programs for immigrant children and youth.	ESEA 3115(e)	<p>Evidence set forth in the grantee's approved application, such as progress notes, tutoring minutes, invoice payments, and sign-in sheets, and evidence that supporting activities were completed.</p> <p><u>Examples of activities:</u></p> <ul style="list-style-type: none"> • Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children. • Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth. • Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth. • Identification, development, and acquisition of curricular materials, educational software, and technologies used in the program carried out with awarded funds. • Basic instructional services that are directly attributable to the presence of immigrant children and youth. • Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools. • Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.
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3.2	If applicable, for Title III Immigrant Children and Youth programs, the grantee has a data collection system to ensure that the immigrant student count submitted to OSSE includes only eligible immigrant students.	ESEA 3114(d)	Data collection procedures.
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ESEA Title IV-A - Programmatic

OSSE monitoring staff:

Summary

Findings of noncompliance	Recommendations	Met requirements
0	0	0

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
1.1	The grantee has a current approved LEA application with all statutorily required components.	ESEA 4106(a)(1)	Evidence already on file at OSSE; no further action required from grantee.			
1.2	Grantees receiving more than \$30,000: The grantee conducted a comprehensive needs assessment covering well-rounded education, safe and healthy school conditions, and personalized learning supported by technology.	ESEA 4106(a)(2), 4106(d)	Evidence of an LEA-wide comprehensive needs assessment for Title IV-A purposes. <ul style="list-style-type: none"> • Meeting agendas, attendance records, and presentation materials. • Reports, analysis and collection of data. • Summary of conclusions. 			
1.3	The grantee has prioritized funds to schools with the greatest needs, highest poverty, or CS/TSI identification or persistent danger designation.	ESEA 4106(e)(2)(A)	Evidence of prioritization of schools for funding in the monitored school year. <ul style="list-style-type: none"> • School data or needs assessment. • Decision memos. • Email communication. • Meeting notes. 			

1.4	The grantee developed its application through consultation with key stakeholders (parents, teachers, leaders, personnel, students, CBOs, government, charter leaders, etc.).	ESEA 4106(c)(1)	Evidence of consultation with all required stakeholders. <ul style="list-style-type: none"> • Meeting notices, agendas, and presentation materials. • Attendance records. • Email communication. • Decision memos. • Survey results.
1.5	The grantee engages in continued consultation with required stakeholders to improve activities and coordinate implementation with community strategies.	ESEA 4106(c)(2)	Evidence of consultation to improve activities and coordinate Title IV-A implementation. <ul style="list-style-type: none"> • Meeting notices, agendas, and presentation materials. • Sign-in sheets. • Email communication. • Decision memos. • Survey results.
1.6	The grantee periodically evaluates effectiveness of program and activities supporting well-rounded education.	ESEA 4106(e)(1)(E) , ESEA 4107	Evidence of periodic evaluation of the program. <ul style="list-style-type: none"> • Report or evaluation. • Data sources used to evaluate the program. • Surveys. • Meeting notes. • Decision memos. • Summary of conclusions.

1.7	The grantee periodically evaluates comprehensive programs and activities supporting safe and healthy students.	ESEA 4106(e)(1)(E) , ESEA 4108	<p>Evidence of periodic evaluation of the program.</p> <ul style="list-style-type: none"> • Data sources used to evaluate the program. • Report or evaluation. • Surveys. • Meeting notes. • Decision memos. • Summary of conclusions.
1.8	The grantee periodically evaluates effectiveness of activities to improve academic achievement, academic growth, and digital literacy through effective use of technology.	ESEA 4106(e)(1)(E) , ESEA 4109	<p>Evidence of periodic evaluation of the program.</p> <ul style="list-style-type: none"> • Report or evaluation. • Data sources used. • Surveys. • Meeting notes. • Decision memos. • Summary of conclusions.



SOAR Formula - Programmatic

OSSE monitoring staff:

Summary

Findings of noncompliance	Recommendations	Met requirements
0	0	0

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
[LEA-Specific Indicators]						



SOAR Educator Pipeline - Programmatic

OSSE monitoring staff:

Summary

Findings of noncompliance	Recommendations	Met requirements
0	0	0

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
[LEA-Specific Indicators]						



SOAR Facilities - Programmatic

OSSE monitoring staff:

Summary

Findings of noncompliance	Recommendations	Met requirements
0	0	0

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
[LEA-Specific Indicators]						



MKV - Programmatic

OSSE monitoring staff:

Summary

Findings of noncompliance	Recommendations	Met requirements
0	0	0

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
Indicator 1: ESEA Title I-A Homeless Program Requirements						
1.1	A grantee receiving Title I, Part A funds must include in its local plan a description of how the plan is coordinated with the McKinney-Vento Act (MKV). The local plan must describe services provided to homeless children and youths.	42 USC 11432(g)(4)(B); ESEA 1113(c)(3)(A)(i)	Evidence that the grantee implemented the plan as stated in EGMS (e.g., budget reports at the end of a fiscal year, records of expenditures, carryover, summary reports, evidence of activities).			
Indicator 2: McKinney-Vento Requirements						
2.1	There is evidence that the LEA reviews and revises, as needed, policies, procedures, and/or practices that may act as barriers to the identification, enrollment, retention, and success of homeless students.	42 USC 11432(g)(1)(l) and (g)(7)(A)	<ul style="list-style-type: none"> • Agendas, sign-in sheets, handouts, and/or minutes. • Copy of the final version of new policies after revisions have been incorporated. • Evidence that the grantee adopted and disseminated the revised policy, procedure, or practice. • Schedule or timeline indicating the grantee's intention to regularly review or revise policies or procedures as needed and when policies were reviewed. 			

2.2	The LEA has a designated homeless liaison.	42 USC 11432(g)(1)(J)(ii)	<ul style="list-style-type: none"> • Organizational chart. • Homeless liaison job description.
2.3	The LEA has a procedure in place and implements that procedure to identify homeless students.	42 USC 11432(g)(6)(A)(i)	The grantee must provide evidence of compliance, which may include a process for identifying homeless students (e.g., student roster, documentation of student enrollment procedures, registration or enrollment forms that show self-identification indicator).
2.4	The LEA shall cooperate with the State Coordinator for Education of Homeless Children and Youths and comply with any requests for information.	42 USC 11432(g)(6)(C)	Evidence already on file at OSSE; no further action required from grantee.
2.5	There is evidence that: 1) The LEA has a procedure for communicating information regarding enrollment in public schools for homeless families; and 2) Schools are knowledgeable of the policies and procedures.	42 USC 11432(g)(3)(B)-(g)(3)(C)	<p>The grantee must provide evidence of compliance, which may include the following:</p> <ul style="list-style-type: none"> • Parent involvement or outreach policy and planning documents (e.g., handbook or materials distributed to families that includes grantee's policies or procedures for communicating to homeless families). • Parent meeting or activity calendar, agenda, and sign-in or attendance sheets. • Evidence of parent or community outreach (e.g., PowerPoint decks, flyers, other handouts). • Professional learning schedule that includes MKV training for staff (e.g., materials distributed during the training session, agenda, sign-in sheet).

2.6	There is evidence that the LEA has adopted a written dispute resolution process which provides for the prompt resolution of disputes and procedures to ensure that students are enrolled in the school in which placement is sought and provided transportation during the dispute resolution process.	42 USC 11432(g)(3)(E); 42 USC 11432(g)(4)(A); 42 USC 11432(e)(3)(C)(ii)(II); 42 USC 11432(2); 42 USC 11432(g)(1)(I); ESEA 4204(b)(2)(B)	<p>The grantee must provide evidence of compliance, which may include the following:</p> <ul style="list-style-type: none"> • Grantee's dispute resolution policy (either created by grantee or adopting the OSSE policy). • Evidence that the grantee implements a process for the prompt resolution of disputes, such as a phone log, notes, or emails. • Records indicating that enrollment disputes are investigated and resolved in a timely manner. • Evidence that students are enrolled and provided transportation during the dispute resolution process. • Must include guidance and template of the forms that may be used to request an appeal. • Examples of written notification to parents and youth regarding placement decisions when they are different from what was requested, if applicable. • Written procedure or narrative description of the grantee's procedure or process to ensure that the homeless liaison is involved in the process when making enrollment, school selection or placement, and eligibility decisions and communicating with families and youths.
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2.7	If a dispute arises over school selection or enrollment in a school, the LEA provides the parent or the guardian of a child or youth with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision.	ESEA 4204(b)(2)(J)	The grantee must provide evidence of compliance, which may include the following (if applicable): <ul style="list-style-type: none"> • Sample of letter of explanation to communicate enrollment decisions (e.g., form letter, redacted letter previously submitted). • The grantee's documentation to communicate to families about their right to appeal enrollment decisions (e.g., form letter, handout, flyer, handbook excerpt). • Written parent notifications (samples) of the determination.
2.8	The LEA has adopted policies and practices to ensure that homeless students are not stigmatized or separated from the mainstream school environment.	42 USC 11432(g)(1)(J) (i)	The grantee must provide evidence of compliance, which may include the following: A copy of the final version of policies/procedures; A list of programs offered to the general population and assessment tool(s) used to determine individual student's needs.
2.9	Procedures are in place to ensure students have access to services comparable to services provided to other students in the school, such as ESEA programs and programs for children with disabilities for which the homeless youth meets the eligibility criteria, programs in vocational and technical education, programs for gifted and talented students, and school nutrition programs.	42 USC 11432(g)(4)	The grantee must provide evidence of compliance, which may include the following (if applicable): <ul style="list-style-type: none"> • List of services and resources offered for homeless students. • Needs assessment to determine appropriate services for eligible students (e.g. process and assessment tools used to gather information). • Documentation of services provided to homeless students.

2.10	There is evidence that the LEA ensures homeless preschool-age children have equal access to the same public preschool programs for which the children are eligible (i.e., Head Start, Title I preschool, pre-k) as provided for non-homeless children.	42 USC 11432(g)(6)(A)(iii)	The grantee must provide evidence of compliance, which may include the following (if applicable): <ul style="list-style-type: none"> • Brochures/flyers shared with parents regarding the My School DC/lottery process. • General review of all policies and procedures that may act as a barrier. • Documents related to activities associated with homeless preschool youth.
2.11	The LEA coordinates with local social service agencies and other agencies or programs providing services to homeless children and their families (i.e., clothes, food, medical, dental, shelter).	42 USC 11432(g)(5)(A)(i)	The grantee must provide evidence of compliance, which may include: <ul style="list-style-type: none"> • Evidence that the grantee coordinates with social service agencies and other programs providing services to homeless children and their families, such as schedules, agenda, minutes, notes, or handouts from meetings. • Lists of collaborative efforts. • Sample referral forms (if applicable).
2.12	The LEA has a procedure for assisting homeless, unaccompanied youth in placement and enrollment decision.	42 USC 11432(g)(3)(B)(iv)	The grantee must provide evidence of compliance, which may include evidence that unaccompanied youth are enrolled, provided transportation, and afforded all rights and protections as outlined in MKV, as applicable.
2.13	The LEA ensures that transportation to the school of origin is provided upon request and in accordance with legal requirements.	42 USC 11432(g)(1)(J)(iii); 42 USC 11432(2); 42 USC 11432(g)(1)(I)	The grantee must provide evidence of compliance, which may include transportation support documentation (e.g., Excel tracking sheets), procedures to determine need for transportation, and logs of support distribution.

2.14	The LEA has procedures for coordinating with other LEAs and inter-district educational agencies regarding the transfer of school records.	42 USC 11432(g)(5)(A)(ii)	The grantee must provide evidence of compliance, which may include documentation showing record transfer, MOAs/MOUs, training documents, and written policies or narratives.
2.15	To ensure that homeless students are properly identified and provided services, the LEA provides specific in-service training and staff development for school personnel in meeting the needs of homeless students.	42 USC 11432(g)(6)(A)(ix)	The grantee must provide evidence of compliance, which may include training or technical assistance materials, presentation materials, internal awareness materials, literature shared with staff, and OSSE training or resource materials.
2.16	(MKV grantees only) The grantee's program is based on an assessment of the educational and related needs of homeless children and youths in the area served by the grantee.	42 USC 11433(b)(1)	Evidence already on file at OSSE; no further action required from grantee.
2.17	(MKV grantees only) The grantee evaluates the program or project in accordance with the grantee's approved application, as applicable.	ESEA 723(c)(3)(E)	The grantee must provide evidence of compliance, which may include evidence that the approved evaluation plan was implemented in alignment with the approved application on file at OSSE.
2.18	(MKV grantees only) There is evidence that services provided under the grantee's MKV program expands or improves, but does not replace, services provided as part of a school's regular academic program.	42 USC 11433(a)(2)(A)(iii)	The grantee must provide evidence of compliance, which may include evidence that the approved plan was implemented in alignment with the approved application on file at OSSE.
2.19	(MKV grantees only) There is evidence that the grantee is implementing the MKV program as described in the approved application.	42 USC 11433(b)	The grantee must provide evidence of compliance, which may include evidence that the grantee's MKV program was implemented as described in the approved application on file at OSSE.



21st CCLC - Programmatic

OSSE monitoring staff:

Summary

Findings of noncompliance

0

Recommendations

0

Met requirements

0

Indicator	Requirement	Citation	Description of Evidence	Determination	Summary of Results	Action Required
Indicator 1: Grantee Complies with Program Requirements						
1.1	The subrecipient provides evidence describing the structural features of the program including: <ul style="list-style-type: none"> • Staffing (e.g., program director, site coordinator) • Hours of operation • Relevance and intensity of subject area • Attendance of participants • Retention of participants • Student achievement • Partners and contributions • Percentage of minorities and other ethnic populations • Percentage of students in poverty • Percentage of high-need students 	2 CFR §200.210	Evidence may include: <ul style="list-style-type: none"> • Participant lists • 21st CCLC staff list • Activity and lesson plans • Program schedule • Professional development calendar and team • Program policy and procedures 			
1.2	The subrecipient provides services to students for a minimum of three hours per day, four days a week, for 25 weeks (300 hours per school year).	2 CFR §200.210	Evidence may include: <ul style="list-style-type: none"> • Program policy and procedures • Activity and lesson plans • Schedules • Calendar 			
1.3	The subrecipient enrolled at least 75 percent of the projected enrollment as documented in the approved application by the end of the second quarter (March 30) during the prior year of 21st CCLC programming.	2 CFR §200.210	Evidence may include: <ul style="list-style-type: none"> • Participant lists • Attendance/sign-in sheets 			
1.4	The subrecipient disseminates information about the program to the community in a manner that is understandable and accessible.	ESEA §4204(b)(2)(A)(iii)	Evidence may include: <ul style="list-style-type: none"> • Policies and procedures • Communications with community (flyers, newsletters, emails, etc.) 			

1.5 The subrecipient uses 21st CCLC award funds to carry out a broad array of activities that advance student academic achievement and support student success.	ESEA §4205(a)	<p>1) Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—</p> <ul style="list-style-type: none"> A) The challenging state academic standards and any local academic standards; and B) Local curricula that are designed to improve student academic achievement; <p>2) Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;</p> <p>3) Literacy education programs, including financial literacy programs and environmental literacy programs;</p> <p>4) Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;</p> <p>5) Services for individuals with disabilities;</p> <p>6) Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;</p> <p>7) Cultural programs;</p> <p>8) Telecommunications and technology education programs;</p> <p>9) Expanded library service hours;</p> <p>10) Parenting skills programs that promote parental involvement and family literacy;</p> <p>11) Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;</p> <p>12) Drug and violence prevention programs and counseling programs;</p> <p>13) Programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as “STEM”), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and</p> <p>14) Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).</p>
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1.6 The subrecipient provides activities that are expected to improve student academic achievement and overall student success.	ESEA §4204(b)(2)(B)	<p>Evidence may include:</p> <ul style="list-style-type: none"> • Activity and lesson plans
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1.7 The subrecipient uses best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.	ESEA §4204(b)(2)(J)	<p>Evidence may include:</p> <ul style="list-style-type: none"> • Activity and lesson plans
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1.8	The 21st CCLC program or activity shall: A) Be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities; B) Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; C) If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging state academic standards and any local academic standards; D) Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A); and E) Collect the data necessary for the measures of student success described in subparagraph (D).	ESEA §4205(b)	Evidence may include: • Activity and lesson plans • Policies and procedures
1.9	The subrecipient program activities are developed and carried out in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in subparagraph (H), in compliance with applicable laws relating to privacy and confidentiality.	ESEA §4204(b)(2)(D)	Evidence may include: • Activity plans • Policies and procedures
1.10.	The subrecipient has a partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate.	ESEA §4204(b)(2)(H)	Evidence already on file at OSSE; no further action required from grantee.
Indicator 2: Safety and Accessibility			
2.1	The subrecipient ensures that the program locations are safe and easily accessible and allow for availability of services to participants.	ESEA §4204(b)(2)(A)(i)	Evidence may include: • Special needs accommodation documents • Safety policies and procedures
2.2	The subrecipient ensures that participants will travel safely to and from the centers and home.	ESEA §4204(b)(2)(A)(ii)	Evidence may include: • Transportation policy and procedures

2.3	The subrecipient ensures that current background checks and tuberculosis (TB) tests were conducted on all employees working directly with 21st CCLC participants.	2 C.F.R. § 200.303 and § 200.331	Evidence may include: <ul style="list-style-type: none"> • Copies of completed criminal background checks • Confirmation of clearance through FBI/state criminal background systems • A written policy outlining the LEA's or subrecipient's background check and health screening procedures • Documentation of completed TB screening or testing (clearance letters, test results, or medical provider verification)
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Indicator 3: Staff Development

3.1	The subrecipient provides professional development based on assessed staff needs	ESEA §4203(a)(6)	Evidence may include: <ul style="list-style-type: none"> • Policies and procedures • Professional development calendar • Professional development sign-in sheets • Professional development agendas • Needs assessment
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3.2	The subrecipient complies with all mandatory professional development and conference requirements.	ESEA §4203(a)(6)	Evidence may include: <ul style="list-style-type: none"> • Sign in sheets, attendance rosters, or participation logs from required trainings or conferences • Certificates of completion or digital badges issued after participation • Email confirmations showing registration and/or attendance
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3.3	The subrecipient has a plan that will encourage and use appropriately qualified persons to serve as the volunteers in activities carried out through the community learning center.	ESEA §4204(b)(2)(M)	Evidence may include: <ul style="list-style-type: none"> • Policies and procedures
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Indicator 4: Program Eligibility

4.1	The recipient targets students who primarily attend schools eligible for schoolwide programs under ESEA section 1114 and the families of such students.	ESEA §4204(b)(2)(F)	Evidence may include: <ul style="list-style-type: none"> • Policies and procedures
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4.2	The recipient conducted timely and meaningful consultation with private school officials during the development of the 21st CCLC program or activities.	ESEA §8501(a)(1), et seq.	Evidence may include: <ul style="list-style-type: none"> • Letter sent to private school • Private school meeting sign-in sheet
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Indicator 5: Evaluation and Reporting

5.1	The recipient conducts a periodic evaluation of its program in conjunction with the state education agency's overall evaluation plan to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.	ESEA §4205(b)(2)(A)	Evidence may include: <ul style="list-style-type: none"> • Program external evaluation results
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5.2	The recipient uses an external evaluator.	ESEA §4205(b)(2)(A)	Evidence may include: <ul style="list-style-type: none"> • External evaluator contract
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5.3	The evaluation: <ul style="list-style-type: none"> • Addresses the established set of performance measures and indicators as approved in the recipient's 21st CCLC application. • Addresses particular concerns or needs of the program. • Uses a quasi-experimental design or a pre/post or comparison group design. • Describes how the program carried out in the center(s) addresses community needs (including the needs of working families). 	ESEA §4205(b)(1) & (2)	Evidence may include: <ul style="list-style-type: none"> • Program external evaluation results
5.4	The evaluation incorporates Annual Performance Reporting (APR) data in its analysis. APR data includes 21st CCLC program participant assessment results, grades, and teacher survey results.	ESEA §4205(b)(1) & (2)	Evidence may include: <ul style="list-style-type: none"> • Program external evaluation results
5.5	The recipient uses the results of evaluations to refine, improve, and strengthen the program or activity, and to refine the performance measures.	ESEA §4205(b)(2)(B)(i)	Evidence may include: <ul style="list-style-type: none"> • Program improvement plans that reference evaluation data, findings, or recommendations • Meeting minutes or agendas showing discussion of evaluation results and decisions made in response • Annual or interim evaluation reports that include “next steps,” “implications,” or “recommendations implemented”
5.6	The recipient makes available the results of evaluations to the public upon request, with public notice of such availability provided.	ESEA §4205(b)(2)(B)(ii)	Evidence may include: <ul style="list-style-type: none"> • Program external evaluation posted on webpage • Program external evaluation results in newsletter
5.7	The recipient timely submits quarterly performance reports to OSSE.	ESEA §4205(b)(2)	Evidence may include: <ul style="list-style-type: none"> • Interim reports

Indicator 6: Sustainability

6.1	The recipient has a sustainability plan for how the community learning center will continue after funding under this part ends.	ESEA §4204(b)(2)(K)	Evidence may include: <ul style="list-style-type: none"> • Policies and procedures
6.2	The recipient uses 21st CCLC funds to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.	ESEA §4204(b)(2)(G)	Evidence may include: <ul style="list-style-type: none"> • Program budget
6.3	The recipient demonstrates how the program coordinates federal, state, and local programs and makes the most effective use of public resources.	ESEA §4204(b)(2)(C)	Evidence may include: <ul style="list-style-type: none"> • Program budget